

Standards Aligned Classroom Learning Log

School: Stevenson Meeting #6

Date: 5/2/08

Location: ESC
Conference Room

Time: 9:00 AM
To: 3:00

Hours: 6 hours

Members Present: (sign in for CPDUs)

Karen Cottrell Julie Dawson
Stephaney Jones Melanie Stanley Melinda Smith
Trish Weaver

Facilitator:

Recorder:

Time Keeper:

Snack Provider:

Meeting Goals

Our "target" for this team is to increase teachers' assessment literacy to increase student achievement.

Content/Ideas

- Reflections
- SAC content
- Chapter, dvd, video
- Share
- Implementation
- UPO design

What did we do in today's meeting?

+ viewed & evaluated writing A to Z website
(we hope District decides on this for our writing curriculum)

+ developed grades 2 & 3 writing checklists

+ viewed current 5th grade writing rubrics and checklists

+ finalized "Standards" book

written by
Melanie Stanley

Goals for Next Meeting

Homework

None -- we're done unless you want us back

Team Reflection:

- > Were the results worth the time spent?
- > How well is the team achieving its meeting goals?
- > Was group interaction positive?
- > What can be done to improve our working together?

1 2 3 4
1 2 3 4
1 2 3 4

(Team decide scale descriptors)

Next Meeting:

Date: (

Time: .

Location: .

Facilitator:

Recorder:

Snacks:

Julie brought
Puppy Chow
yum!

A Pattern for Writing



1. Tell what you are going to write about.

(FOCUS)

2. Give examples and details to support your topic.

(SUPPORT AND ELABORATION)

3. Put your story together in an order that makes sense using transition words.

(ORGANIZATION)

4. Close your story by telling again what you have been writing about.

(FOCUS)

5. Check for mistakes in spelling, capitalization, and punctuation.

(CONVENTIONS)

Narrative

- ___ * It tells a personal experience.
- ___ * It reads like a story, with a descriptive beginning, middle and end and is told in a logical order.
- ___ * It shows personal feelings about the event.
- ___ * The story has a setting, characters, tells ONE incident, and is "summed up."
(What did you learn from this experience?)



Paragraph Scoring

Points Possible

<u>Topic Sentence</u>	Yes	No	1
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Number of details <u>about the topic</u>	1	2	3	4	4
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<u>Conclusion</u>	Yes	No	1
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Total Score _____

Paragraph Scoring

Points Possible

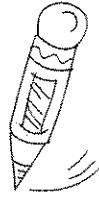
<u>Topic Sentence</u>	Yes	No	1
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Number of details <u>about the topic</u>	1	2	3	4	4
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<u>Conclusion</u>	Yes	No	1
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Total Score _____

Expository Checklist



Name _____

Date _____

- _____ I have included a grabber, topic sentence, and have previewed my three ideas/reasons in my introduction.
- _____ My first idea/reason is supported by at least 2 to 3 details.
- _____ My second idea/reason is supported by at least 2 to 3 details.
- _____ My third idea/reason is supported by at least 2 to 3 details.
- _____ My closing paragraph includes a closing sentence and a review of my three reasons.

TEACHER RUBRIC

Student: _____ Date: _____

Instructions: Check the box next to each number that best describes the student's writing.

A. Introduction

- ☐ 4. Developed introduction in paragraph form
- ☐ 3. Introduction with some detail included
- ☐ 2. Simple beginning paragraph
- ☐ 1. Simple beginning sentence
- ☐ 0. Missing a beginning/introduction



B. Body: Organizes ideas

- ☐ 4. Three or more developed ideas; each idea organized into a paragraph
- ☐ 3. Three ideas each organized into a paragraph
- ☐ 2. More than one idea organized into a paragraph
- ☐ 1. Ideas organized into simple sentences; no paragraphs
- ☐ 0. No organization of ideas; random words and/or phrases

C. Includes descriptive details

- ☐ 4. At least three descriptive details about each idea
- ☐ 3. At least two descriptive details about each idea
- ☐ 2. One detail about each idea; some are descriptive
- ☐ 1. Basic detail included about some ideas
- ☐ 0. No details included

D. Word Choice

- ☐ 3. Precise sensory words and figurative language
- ☐ 2. Some elaborated sensory words and/or figurative language
- ☐ 1. Common descriptive language
- ☐ 0. No descriptive words

E. Conclusion

- ☐ 4. Developed conclusion in paragraph form
- ☐ 3. Conclusion with some detail included
- ☐ 2. Simple ending paragraph
- ☐ 1. Simple ending sentence
- ☐ 0. Missing an ending/conclusion

Beginning: 0-5
 Early Developing: 6-10
 Developing: 11-13
 Fluent: 14-18

Score _____